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ABSTRACT

This book examines intervention with children having emotional or behavioral disorders (EBD), through the use of many case studies, activities, and examples. The text is organized in a developmental manner, with behavioral interventions recommended for lower grades and cognitive-behavioral approaches recommended for older students. The first unit examines the teacher's role in administering a classroom of disturbed and disturbing youth. It emphasizes those ecological and behavioral factors that can influence the education of these youth, and describes techniques for dealing with them. Individual chapters in Unit 1 address: definitions, influences, and politics of disturbance; factors which influence the teaching of students with EBD; preassesment, referral, assessment, and placement; instruction, paraprofessionals, and dealing with parents; and social skills, classroom setting, and student behavior. Unit 2 examines the impact of moral development and reasoning on the cognitions and behaviors of students and focuses on ways to integrate academics with the affective domain. Two chapters discuss the theory of moral development with EBD students and application of moral development principles in the classroom. Unit 3 explores the implementation of rational-emotive therapy (RET). Three chapters consider the theory of RET, RET as an intervention, and RET as a mental health curriculum. Each unit contains extensive references. (DB)

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